

**A STUDY OF RELATIONSHIPS BETWEEN EMOTIONAL
INTELLIGENCE, ACADEMIC ACHIEVEMENT AND
VOCATIONAL CHOICE**

**A Project Paper submitted to the Graduate School in partial
fulfilment of the requirements for the degree
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**by
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**Sekolah Siswazah
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ABSTRAK

Kajian tinjauan ini bertujuan melihat hubungan antara kecerdasan emosi dengan pencapaian akademik di kalangan penuntut-penuntut tingkatan empat di daerah Kulim/ Bandar Baharu. Aspek-aspek lain yang ditinjau adalah korelasi antara lima dimensi kecerdasan emosi (kesedaran diri, mengurus emosi, motivasi, empati dan kemahiran sosial) dengan pencapaian akademik; meninjau jika terdapat perbezaan signifikan di antara min skor kecerdasan emosi berdasarkan dua pembolehubah demografi iaitu jantina and kaum; kaitan di antara kecerdasan emosi dengan realisma pemilihan pekerjaan.

Kajian ini adalah kajian bancian kuantitatif ke atas seramai 341 orang responden. Dua instrumen telah digunakan untuk mengukur kecerdasan emosi iaitu EQI (Tapia, 1998) dan EQR (dibina oleh penyelidik). Pencapaian akademik diukur dengan gred-gred Penilaian Menengah Rendah (PMR) dan gred-gred keputusan Peperiksaan Semester Pertama. Pemilihan pekerjaan adalah diindeks melalui Borang Minat Rothwell-Miller.

Hasil-hasil kajian menunjukkan bahawa kedua-dua instrumen mempunyai kebolehpercayaan and keesahan yang tinggi. Terdapat korelasi yang signifikan di antara skor-skor kecerdasan emosi dengan gred-gred Penilaian Menengah Rendah (PMR) dan g-red-gred keputusan Peperiksaan Semester Pertama. Kesemua lima dimensi kecerdasan emosi (kesedaran diri, mengurus emosi, empati, motivasi dan

kemahiran sosial) menunjukkan korelasi signifikan dengan gred-gred PMR dan gred-gred keputusan Peperiksaan Semester Pertama. Terdapat perbezaan yang signifikan dalam min skor kecerdasan emosi berdasarkan kaum. Walaubagaimanapun, didapati tiada perbezaan yang signifikan dalam min skor kecerdasan emosi berdasarkan jantina. Mengenai pemilihan pekerjaan, keputusan adalah tidak konsisten di antara kedua-dua instrumen. EQI menunjukkan kaitan di antara kecerdasan emosi dengan realisma pemilihan pekerjaan manakala EQR tidak menunjukkan kaitan.

ABSTRACT

This exploratory study looked into the relationship between emotional intelligence and academic achievement among the Form Four students in the Kulim/Bandar Baharu District. Other aspects explored included the correlation between the five dimensions of emotional intelligence (self-awareness, self-regulations, motivation, empathy and social skills) with academic achievement; the investigation of whether there were any significant differences in the mean emotional intelligence score based on the two demographic variables (gender and ethnicity); and the association between emotional intelligence and realism in vocational choice.

This research was a quantitative survey carried out on 341 respondents. There were two self-report instruments used to measure emotional intelligence - the EQI (Tapia, 1998) and the EQR (self-developed). Academic achievements were measured by the grades of the Lower Secondary Assessment (PMR) and the grades of the First Semester Examination. Vocational choice was indexed by using the Rothwell-Miller Interest Blank.

Findings from the study showed that the two instruments were found to be reliable and valid. There was a significant correlation between emotional intelligence scores

and grades of PMR and the grades of the First Semester Examination. All of the five dimensions (self-awareness, self-regulation, empathy, motivation and social skills) were found to have significant correlations with grades of the PMR and grades of the First Semester Examination. There were significant differences in the mean emotional intelligence scores when based on ethnic background. However, there was no significant difference in the mean emotional intelligence score according to gender. On realism in vocational choice, the findings were not consistent. The EQI showed an association between emotional intelligence and realism in vocational choice but the EQR did not.

TABLE OF CONTENTS

	Page
PERMISSION TO USE.....	i
ABSTRACT (BAHASA MALAYSIA).....	ii-iii
ABSTRACT (ENGLISH).....	iv-v
TABLE OF CONTENTS.....	vi-ix
ACKNOWLEDGEMENTS.....	x-xi
LIST OF TABLES.....	xii-xiii
LIST OF FIGURE.....	xiv
LIST OF ABBREVIATIONS.....	xv

CHAPTER ONE: INTRODUCTION

1.0 Introduction	1-2
1.1 Statement of Problem.....	3-4
1.2 Objectives of Research.....	4-5
1.3 Significance of Study.....	5-6

CHAPTER TWO: A REVIEW OF RELATED LITERATURE

2.0 Introduction.....	7
2.1 Development of the Emotional Intelligence Construct	
2.1.1 Social Intelligence.....	8-11
2.1.2 Personal Intelligence.....	11-12
2.1.3 Construct of Emotional Intelligence: Definition, Domains and Measurements.....	13-18
2.2 Emotional Intelligence and Academic Achievement.....	18-20
2.3 Gender, Ethnicity and Emotional Intelligence.....	21-22
2.4 Emotional Intelligence and Realism in Vocational Choice.....	22-23
2.5 Summary.....	23-25

CHAPTER THREE: THEORETICAL FRAMEWORK AND HYPOTHESES

3.0 Introduction.....	26
3.1 Theoretical Framework.....	26-31
3.2 Research Hypotheses.....	32-33

CHAPTER FOUR: METHOD

4.0 Introduction.....	34
4.1 Research Design.....	34-35
4.2 Population.....	35
4.3 Sampling.....	35-36
4.4 Instrument of Measurement	
4.4.1 Measurement of Emotional Intelligence.....	36-38
4.4.2 Measurement of Academic Achievement.....	38-39
4.4.3 Measurement of Vocational Choice.....	40
4.5 Methods of Scoring	
4.5.1 Scoring of Emotional Intelligence.....	41
4.5.2 Scoring of Academic Achievement.....	42
4.5.3 Determining Realism in Vocational Choice.....	42-43
4.6 Data Collection.....	43-44
4.7 Data Analysis.....	44

CHAPTER FIVE: RESULTS

5.0 Introduction.....	45
5.1 Profile of Respondents	
5.1.1 Profile of Respondents According to Gender.....	46
5.1.2 Profile of Respondents According to Ethnicity.....	47
5.2 Reliability and Validity Tests of the Instrument of Measurement.....	47-49
5.3 Mean Emotional Intelligence Score as Measured by the Two Instruments.....	49-50
5.4 Testing of Hypotheses.....	50-55
5.5 Emotional Intelligence and Demographic Factors	
5.5.1 Emotional Intelligence and Gender.....	55-56
5.5.2 Emotional Intelligence and Ethnicity.....	56-58
5.6 Emotional Intelligence and Realism in Vocational Choice.....	58-60
5.7 Summary.....	61

CHAPTER SIX: DISCUSSION

6.0 Introduction.....	62
6.1 Instrumentation.....	62-63
6.2 Relationship between Emotional Intelligence and Academic Achievement.....	63
6.3 Relationship between the Five Dimensions with Academic Achievement.....	64-65
6.4 Emotional Intelligence and Demographic Factors.....	66-67
6.5 Emotional Intelligence and Realism in Vocational Choice.....	67-68
6.6 Limitations and Suggestions For Future Study.....	68-69
6.7 Conclusion	69

REFERENCES	70-73
APPENDIX I - Questionnaire (English Version).....	74-92
APPENDIX II - Questionnaire (Bahasa Malaysia Version).....	93-111
APPENDIX III - Ranking Table for Rothwell-Miller Interest Blank.....	112
APPENDIX IV(A) - Permission Letter from the Educational Planning And Research Department of the Ministry of Education, Malaysia.....	113-114
APPENDIX IV(B) - Permission Letter from Kedah State Education Department.....	115

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LIST OF TABLES

Table 3.1	The Conceptual And Operational Definition Of The Independent Variables	28-30
Table 4.1	Five Dimensions Of The EQI Instrument With Its Related Items	37
Table 4.2	Five Dimensions Of EQR Instrument With Its Related Items	38
Table 4.3	Scoring of Emotional Intelligence	41
Table 5.1.1	Profile Of Respondents According To Gender	46
Table 5.1.2	Profile Of Respondents According To Ethnicity	47
Table 5.2.1	Results Of The Pearson Correlation Test Between EQI And EQR	48
Table 5.2.2	Results Of The Pearson Correlation Test Between The Five Dimensions And Mean Total Score As Measured By EQI	48
Table 5.2.3	Results Of The Pearson Correlation Test Between The Five Dimensions And Mean Total Score As Measured By EQR	49

Table 5.3	Results Of The Mean Emotional Intelligence Score Measured By EQI And EQR	50
Table 5.4.1	Results Of The Pearson Correlation Test Between Emotional Intelligence And Academic Achievement	51
Table 5.4.2	Results Of The Pearson Correlation Test Between The Five Dimensions Of Emotional Intelligence And Academic Achievement	53
Table 5.5.2(a)	Mean EQI Score According to Ethnicity	57
Table 5.5.2(b)	Mean EQR Score According to Ethnicity	57
Table 5.5.2(c)	Results Of Analysis Of Variance For Ethnicity (EQI)	57
Table 5.5.2(d)	Results of Analysis Of Variance For Ethnicity (EQR)	58
Table 5.5(a)	Chi-Square Test Between EQI and Realism in Vocational Choice	59
Table 5.5(b)	Chi-Square Test Between EQR and Realism in Vocational Choice	60

LIST OF FIGURE

Figure 3.1	Theoretical Framework to Show the Relationship Between the Independent Variable and the Dependent Variables	31
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ABBREVIATIONS USED

EQI	Emotional Intelligence Inventory (Tapia, 1998)
EQR	Emotional Intelligence Instrument (self-developed)
BMIB	Rothwell-Miller Interest Blank
PMR	Lower Secondary Assessment

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Recently, there has been much interest in emotional intelligence and it has become an important area of research in the fields of human resource management, education and psychology.

Goleman (1995) author of the bestseller 'Emotional Intelligence' argues that developing students' emotional skills is just as vital as developing their cognitive abilities. Traditional conceptions of intelligence focus on cognitive skills and knowledge. However, research has shown that emotional intelligence is just as important as the more familiar concept of IQ. Recent studies (Goleman, 1995) have shown that emotional intelligence predicts about 80% of a person's success in life.

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